

The students learn the result of the test as soon as it is completed. In addition to electronic textbooks, paper tests have not lost their significance as an important stage of preparation for the licensed exam "KROK 2 Stomatology".

**Discussion.** Globalization has had a strong impact on all spheres of public life, including the importance and role of universities in it. English has become a universal language for communication and information search. It promotes academic mobility among students, making studying outside the home country a norm [2]. Thanks to the knowledge of English, academic mobility is increasing among teachers of higher education institutions, including medical universities. All this contributes to growing competition among universities. In Europe, competition between them is further exacerbated by the mutual recognition of bachelor's and master's degrees from other universities required by the Bologna Process. Despite the promising development of computer technology in modern higher education institutions, in our opinion, online education cannot completely replace the generally accepted student-teacher (mentor) education at medical universities, but it can serve as an alternative to teaching some courses.

**Conclusions.** Hence, the role of a foreign language for specific purposes, in particular in the training of future doctors of various specialties, should relate to general and particular issues of the formation of linguistic and professional competences of future specialists.

### **Literature**

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2. Universitet treteho pokoleniia v stratehii razvitiia sovremennoho obrazovaniia. - Zhurnal «Vysshee obrazovanie v Rossii».- M. - 2018. - №5, S.60.

## **INNOVATIVE METHODS OF TEACHING of THE DISCIPLINE "GENERAL SURGERY"**

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Surgery, like other clinical specialties, is characterized by the fact that a patient is the direct object of the doctor's professional activity. In this regard, a dilemma arises: on the one hand, student training should always be carried out on the patient, but on the other hand, it is not ethical to train an unprepared student on real patients. This issue is urgent and of great value for teachers of the Department of General Surgery. Without the foundations laid down at the Department of General Surgery, the study of all subsequent disciplines is impossible. It must be remembered that the doctor in his future activities will not only deal with the examination and treatment of patients, he will have to organize the work of nurses and paramedical personnel, to be a teacher for them. To do this, the doctor himself must master the manipulations referred to as nursing. At the Department of General Surgery students should not only get acquainted with the work of nurses, but also master the nursing manipulations.

Thus, between the theoretical stage and training on real patients, in our opinion, the third (intermediate) stage is logical. At this stage, it is necessary to develop the skills of diagnostic and treatment work with patients in their absence. For a fairly long time, we have been using business games at practical classes in general surgery with students of the 2nd-3th years of the medical faculty. We have developed various scenarios of business games that are adapted to specific topics - asepsis, bleeding, resuscitation, fractures and dislocations, etc. Let us give one example: the theme of class N<sub>o</sub>. 6 (from the educational complex "Asepsis. Antiseptics"). Preparing a surgeon for an operation. Cleaning operative field. At this class, students are given specific tasks after which they should be able to: wash their hands before surgery; wear a sterile gown, mask, gloves; prepare and clean the operative site. Undoubtedly, this class cannot be carried out in a hospital operating unit with all the students in the group. Conducting classes on this topic in the training room cannot be brought as close as possible to reality, however, this makes it possible to absorb the material adequately. For a long time this class was held on the basis of the medical unit for special purposes, which allowed working in the conditions of the operating unit outside the hospital.

After checking the initial level of knowledge, the teacher sets out the concept of the business game "Organization of the operating room". When organizing the game, we pay great attention to the selection of its participants, considering to the individual psychological characteristics of students. A manikin is used in the role of the patient. At the same time 4 students from the group participate in the game: two surgeons, an instrument nurse, a hospital attendant. Before starting of the game, functional responsibilities are agreed. Students, as an instrumental nurse and surgeons, scrub their hands for surgery using various methods. The instrumental nurse, with the assistance of a hospital attendant, puts on sterile clothes and gloves, sets a sterile table. After that, she dresses surgeons. The hospital attendant puts the patient (manikin) on the surgical table. The next task for the surgical team is to clean the surgical field and drape it with sterile towels. Because of the complete absence of these skills among students, the example of a teacher who enters the game working as a surgeon or an instrumental nurse or a hospital attendant is extremely important. The remaining students of the group are reviewers. The latter allowed us to involve the rest of the group in an active solution to the problem situations that arise during the game. The duration of the game allows all students to be participants during the class. At the end of the class the final control is carried out by analyzing the mistakes made during the development of the technique of scrubbing hands, cleaning the surgical field, and putting on sterile clothing. Together with students, the teacher analyzes and summarizes the mistakes made during the business game and explains their reasons.

The teacher must be a psychologist, which means that he must be ready at any moment to correct and direct the game, to show different methods of performing a practical skill. It seems to be important that ease, moderate humor and excitement emanate directly from him; it gives an emotional expressiveness, which favors mastering practical skills. A control survey of students shows that topics developed using this technique are better remembered than after ordinary practical classes. This

is evidenced by the increased survival of knowledge and skills among students at the final classes and when taking the practical skills examination. The achieved effect can be explained by the fact that training by this technique is creative.

Such an approach, in our opinion, maximally involves students' mental activity, reliably develops knowledge and skills of a future specialist. In conditions of relaxedness, the training is more active and faster, and the lesson itself becomes more fascinating. As a result of this technique, the student actively learns by himself, forming the initial situation, its logical development together with the teacher. Thus, the technique of business games can and should be applied in practical classes in general surgery. It significantly expands the possibilities of traditional teaching methods, contributing to a better practical skills mastering. Approximately from this perspective, classes are held on the topics: "Desmurgy", "Resuscitation", "Methods to stop bleeding", "First aid for fractures and dislocations."

The above contributes to the improvement of the teaching activities of the department on the basis of the model "University 3.0".